

# Examiners' Report

June 2010

GCE

GCE in Physical Education 6PE04

Unit 4 - The Developing Sports Performer

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This summer saw the first examination series for 6PE04 parts 1A and 1B covering the 4 tasks of 4.1 The Development Plan, 4.2 The International Study, 4.3 The Progressive Participation and finally 4.4 The Life Plan. Centres were given freedom to select their own preferred assessment pathway of either to take part in cluster moderation or to submit candidates work via hard copy or E-portfolio for part 1A covering tasks 4.1 and 4.3. Tasks 4.2 and 4.4, part 1B, were moderated externally again using a either hard copy or E-portfolio mediums. Centres are thanked for their patience and co-operation in all matters for this series.

The overall standard seen from candidates was good to very good in parts while certain issues arose from those assignments that were undertaken for the first time. Where centre staff have embraced the concepts of each task, guided students and built on the legacy of course GCE PE 9536 Unit 5 then the application of the assessment criteria and the subsequent marking of candidates tasks from centres staff was reasonably accurate and in many cases the quality of the work was outstanding. This was particularly so for centres opting for a 'live' cluster moderation.

For those submitting electronic versions of coursework most centres organised their E-portfolios well and in nearly all cases the work was submitted on time and the administration was accurate in spite of the delay in receiving the correct OPTEMs for parts 1A and 1B. There were some issues relating to IT and moderators being able to access/open the work submitted. The use of standardised word and windows media formats was much improved on the last examination series.

Acting on the guidance from the Examiners Report 2009 8PE01, the moderation reports E9 and Inset/Ask the Expert Service it is pleasing to report that it was felt that centres completed the delivery of the 2 tasks for part 1A with more confidence. However, for the part 1B which involved the completion of 2 new tasks there is clear evidence from the moderation process that some mark adjustments were needed. This is understandable given that this is the first year of candidates attempting these tasks. Many centres though submitted work of a high standard and marked accurately.

Centres are advised to ensure regardless of how they submit their candidates work for the purposes of moderation to ensure all participation logs are completed detailing the fulfilment of the rubric requirements and for E-portfolio submissions containing evidence of the quality of candidate performances

One major issue coming out of this examination series is the confusion and mis-use of power point presentations. Centres are advised that all candidates should be able to present their task on camera and demonstrate their knowledge and understanding without extensive additional 'notes' on sheets. Where footnotes are included to a selection of slides some tasks have extended to over 3000 words and clearly the candidate would not have 'known' this information. In addition, for all appropriate tasks centres must advise candidates of the need to write to the word count limits.

Guidelines and further information on the submission of power points along with word count limits and minor changes to administration will be included in a new edition of the IAG which will be available in August.

#### Task 4.1 - The Development Plan

The Development Plan is an open ended task that allowed for candidates to select an appropriate segment or part of their personal performance undertaken in task 4.3 and engage in a programme that they designed build on, develop and enhance their selected option and so improve their performance in the role selected.

The majority of candidates selected the role of personal performance for task 4.3, with some undertaking leadership and only very few selecting officiating. Therefore most centres followed the original idea of a 'PEP' that is a physical/physiological plan with few venturing out into a technical or psychological study. The Development Plans were generally of a good standard and mostly marked accurately with a few glaringly bad exceptions. Established centres put their experience with the PEP's from the previous GCE A2 course to good effect.

The best pieces of work were often exceptional and were rewarded with very high, if not full marks but some of the material researched was not applied to the plan, just included. Centres are advised to guide candidates to only include what is essential and directly relating to their plan rather than including anything and everything learned and researched from this and other units in their plan. Where the plans were over marked it was inevitably where centre assessors award marks for the mere inclusion of sections rather than the quality of what is produced.

For the higher marked tasks candidates' written or electronic plans demonstrated a high level of planning and research into their chosen role particularly as a performer and overall the application of sports science into applied work. Clear, appropriate aims were identified through analysis of their personal performance and comparison to a perfect model. Suitable, specific tests were applied and recorded and there was evidence of extensive research. Candidates successfully produced logs of their sessions and appropriate details of their warm-up and cool down. The logs could have included greater detail of the activity in each session e.g. number of repetitions, % of 1RM, W:R periods and so on. Explanations were given in many cases as to how these are progressed following the re-test after for instance week 4 of the plan.

Candidates should also refer to the effects on the body of their plan e.g. bradycardia or utilising Karvonen re-establishing the pulse rate zone within the aims of the plan. Centres are also advised that for the higher marked plans and those aiming for full marks candidates should be including dietary analysis, daily/weekly food diaries and specific daily intake targets for carbohydrate, fat and protein as required for their own development. By and large candidates evaluated their plans appropriately.

The teacher examiner may consider for those submitting their plans via E-portfolio including a statement confirming the level of verbal understanding of the

candidate into the formulation of their plan, their knowledge and understanding of their programme and of the scientific effects on their body, and the future changes to their development plans. An additional support method could be to video interviews with candidates regarding their plans.

Where candidates undertook leadership and officiating for Task 4.3 their development plan should be directly related to this role. Coaches need to develop their coaching skills and officials their officiating skills. This can be achieved through a NGB or certificated course, practical hands on interaction as a coach/leader or an official. The length of their development plan should be around 8 weeks participation and must have a detailed record and a suggestion of a minimum of three formal occasions when 'testing' their abilities is observed and recorded. An experienced other must give testimonial and even notational analysis on the progression the candidate has made in their role and related to their plan.

Essentially leaders and officials must have an 'action plan' for development and it is also suggested they undertake a 'desk top' study into an aspect of their role that will directly enhance their knowledge and understanding form part of their plan and also further strengthen their role for task 4.3. Such studies could include a leader undertaking a detailed technical review of vaults in gymnastics or an official doing a detailed study of the lineout laws in rugby union.

#### **Task 4.2 - The International Study**

The international studies submitted from the centres were on the whole well completed and marked accurately. The candidates chose appropriate 'other nations' outside the UK and these were suitable for the range of sports activities covered. The tasks fulfilled the criteria by covering the local scenario and the national frameworks for the chosen sports including details of the sporting ethos of the nations and the effects of topography while also making reference to the sporting heritages of each nation and how this has shaped the sporting landscape as appropriate.

The level of factual content varied from task to task and it is evident in the higher marked tasks that candidates had undertaken research in depth and as such they were able to accurately support the descriptive information given. Many candidates struggled to include all of the required information but were still marked in the top band. Particularly absent in several tasks was detail on the schools and local provisions on the nation. Candidates could undertake a case study on a single school and professional club to highlight typical provisions while it is appreciated that the difficulty of including all of the information required and staying within the permitted word count.

The use of mpeg, video clips and governing body information as appropriate all helped to support the task. Centres are advised to ensure factual information is referenced to avoid miss-representation.

### Task 4.3 - Progressive Participation

Single performance roles allow for higher specialisation and standards of performance. Centres opting for a 'cluster' moderation found this aided the accurate marking of their candidates in either of the three performance roles. Live moderations allowed centre staff and the moderation teams to have a productive open dialogue with staff and candidates. Leaders in some cases successfully engaged in sessions and this allowed for their skills and abilities to be seen. E-portfolio submissions have addressed the issue of the 'quality' of performances to some extent although this is an issue that still remains. Testimonial evidence, video and certifications all help in this process.

The standards of personal performances seen from candidates particularly in the role of practical performer were in many cases high to outstanding thus reflecting the specialisation this task allows. Leaders, and to much less extent officials, had fewer opportunities to demonstrate their abilities and centres are advised to ensure their participation logs are complete backed up with video evidence. This is a requirement in all cases regardless if a candidate is performing in the moderation or not. Centres are also advised it is still a requirement to have video support evidence for all off site activities in any of the three performance roles.

### Task 4.4 - The Life Plan

The overall standard of the Life Plans varied between very good and to only limited and therefore meeting a bare minimum of knowledge and understanding. The better tasks included a time line, references to stages of sporting development and changes to participation due to ageing and external social factors. Many tasks made no inclusion of the general health trends, In addition, details on health trends, the ageing process, participation rates and sports options along with societal issues to do with exercise and the specific injury and participation rates in their sport and performance roles. Much depended on the support given to candidates by centre staff.

The no limit word count, in place for this year, helped some candidates while others included irrelevant information which gained no marks. Centres must ensure their candidates include detail in the task for example if intending to move onto higher education what levels are played at their chosen preferred institution, the teams, selections process, fixture card and so on. Many candidates were videoed giving PowerPoint presentations and this would appear to be a good way to present their plans. Overall, there were too many candidates making unsubstantiated comments in some tasks that were not backed up with references and researched in detail.

**Grade Boundaries:**

**Unit 2:**

Grade	Max Mark	A	B	C	D	E	N	U
Raw Mark	90	79	70	62	54	46	38	0
UMS	100	80	70	60	50	40	30	0

**Unit 4:**

Grade	Max Mark	A*	A	B	C	D	E	N	U
Raw Mark	90	84	78	68	59	50	41	32	0
UMS	100	90	80	70	60	50	40	30	0

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